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COMMITTEE MEETING
STATE OF CALIFORNIA
INTEGRATED WASTE MANAGEMENT BOARD
EDUCATION AND PUBLIC OUTREACH COMMITTEE

JOE SERNA, JR., CALEPA BUILDING
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APPEARANCES

BOARD MEMBERS

Cheryl Peace, Chairperson

Linda Moulton-Patterson

Carl Washington

STAFF

Mark Leary, Executive Director

Julie Nauman, Chief Deputy Director

Bill Albert, Printing and Web Publication Manager

Tricia Broddrick, Director, Office of Environmental
Education

Kathy Fletcher, Deputy Secretary of External Affairs for
CalEPA

Selma Lindrud, Committee Secretary

Chris Peck, Supervising Information Officer, Office of
Public Affairs

ALSO PRESENT

Chuck Helgut, Allied Waste

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1 PROCEEDINGS

2 CHAIRPERSON PEACE: Good morning and welcome to
3 the first meeting of the Education and Public Outreach
4 Committee -- or the Outreach and Public Education
5 Committee, as some people want to call it, the OPE
6 Committee, of the California Integrated Waste Management
7 Board.

8 My name is Cheryl Peace, and also serving on this
9 Committee is the Board's Chair, Linda Moulton-Patterson,
10 and the Honorable Carl Washington, who is tied up in a
11 meeting right now. He will join us later.

12 If you have any business related to this
13 Committee, you may contact me or a member of my staff,
14 Selma Lindrud, my Executive Assistant over there in the
15 black, either Benden Blue or Rick Dunne, my advisors. I'm
16 sure all of you probably know them.

17 Before we get started, I just have a few
18 comments. I was very excited when the Chair asked me to
19 lead this Committee. Even before I came to the Board, I
20 was passionate about recycling and frustrated with not
21 knowing what exactly to do with my own household hazardous
22 waste and electronic waste. People want to do the right
23 thing, but in many cases aren't given the opportunity
24 about what the right thing to do is.

25 I realize that educating the public about

1 recycling opportunities and proper disposal is a universal
2 need that we need to address and somehow help the locals
3 get the information out there. We know that educating
4 adults is an obvious need, but educating the state's
5 children is really where it all begins. And this is going
6 to be vital to protecting California's speech for
7 environmental health.

8 Schools can play a pivotal part in instilling the
9 values of conservation and respect for the environment.
10 The Board can be instrumental in pushing environmental
11 education from kindergarten through high school by getting
12 state environmental standards implemented and integrated
13 into the science, math, reading, and writing curriculums.

14 Finally, I also want to address the issue of
15 public notice, as this was so clearly an important
16 outreach matter, especially to Carl Washington. And I
17 know other members on the Board share this concern. I'm
18 sure my fellow Committee members have strong ideas about
19 what else this Committee should address, and I look
20 forward to working with you this year on these issues.

21 Okay.

22 So let's begin. Okay.

23 COMMITTEE MEMBER MOULTON-PATTERSON: I just have
24 a quick comment.

25 I just want to say that I am so excited to have

1 Cheryl Peace as Chair of this Committee. It's really
2 wonderful to have somebody that shares my dedication to
3 environmental education and commitment. We've worked
4 really hard, and under the leadership and support --
5 tremendous support of Secretary Hickox, I think we've done
6 some great things. And Kathy Fletcher, Trish, everyone,
7 and my staff have a real commitment to this. And it's
8 really exciting that we now have it at a Committee level
9 and that we're going to continue to do great things. And
10 I just can't be happier, Cheryl, that you're chairing this
11 Committee. Thank you so much.

12 CHAIRPERSON PEACE: Thank you.

13 Selma, would you like to call the roll, please.

14 SECRETARY LINDRUD: Moulton-Patterson?

15 COMMITTEE MEMBER MOULTON-PATTERSON: Here.

16 SECRETARY LINDRUD: Washington?

17 Peace?

18 CHAIRPERSON PEACE: Here.

19 Okay. Thank you.

20 At this time you want to put your cell phones and
21 pagers on vibrate. There is a limited number of agendas
22 on the back table and there's also speaker slips, if
23 anybody would like to speak. If you would like to address
24 the Board on an item, please bring your speaker slip to
25 Ms. London, seated, again, right over there. Okay.

1 Members, do you have any ex partes?

2 COMMITTEE MEMBER MOULTON-PATTERSON: I'm up to
3 date. Thank you.

4 CHAIRPERSON PEACE: I'm up to date also.

5 We'll now go to our first item presented by Ms.
6 Kathy Fletcher, Deputy Secretary of External Affairs for
7 CalEPA.

8 Kathy, thank you so much for taking time out of
9 your busy schedule to be here.

10 DEPUTY SECRETARY FLETCHER: Thank you very much.
11 Excuse my voice. It's the allergies out there.

12 I want to congratulate you, Ms. Peace, on being
13 Chair to this new Committee. I'm very excited too, as
14 Linda and Bonnie and Trish were all grinning here, that we
15 can have environmental education at this level in a
16 Committee at the Waste Board. Linda, I'm probably
17 going -- I'm going to be a little informal here. I'm
18 probably going to use your name a lot. I hope it's not in
19 vain, because I'm here and I appreciate the opportunity to
20 kind of give an overview of where CalEPA has been on
21 environmental education, at least since Governor Gray
22 Davis has been Governor.

23 As many of you know, and Linda just said, both
24 Chair Linda Moulton-Patterson and Secretary Winston Hickox
25 share a strong commitment to promoting environmental

1 education in this state. The Secretary said many times
2 that his three initiatives -- basically what he wants his
3 legacy to be is environmental indicators, sustainability
4 and environmental education. He believes very strongly we
5 must empower and educate future generations about the
6 environmental challenges they face. The population of
7 California increases one million people a year. Without
8 education on the environment, our children and
9 grandchildren will be adults with the same consumptive
10 expectations they have today with fewer resources and more
11 serious consequences.

12 Moreover, a round table composed of education
13 agencies from 12 states surveyed 40 school districts -- or
14 was it schools? Schools. Okay. And they found that
15 environment-based education improves students' academic
16 performance and test scores, reduces discipline and
17 attendance problems, and increased enthusiasm for
18 learning.

19 Prior to this administration, the Waste Board had
20 already developed and implemented a nationally-acclaimed
21 curriculum and education program for K-12 students. On
22 March 2nd, 2000, as a newly-appointed Board member, Linda
23 Moulton-Patterson wrote a formal letter to Secretary
24 Hickox proposing that CalEPA utilize this existing
25 environmental education infrastructure and expand these

1 efforts to incorporate the other Board's departments and
2 office within the agency. As Linda said in her letter, "I
3 would like to move quickly on this proposal," and move
4 quickly we did. Winston immediately sent a memo to all
5 CalEPA Board Chairs, Executive Directors, and Department
6 Directors asking them to provide their full support to
7 IWMB's Office of Education under the direction of Trish
8 Broddrick and to coordinate and collaborate with that
9 office on an integrated environmental education strategy
10 that can serve as a model for all state agencies.

11 I was designated the point person at the agency
12 to assist the office with all cross-media efforts within
13 and outside of the agency. At the same time, Winston and
14 Linda signed a Memorandum of Understanding with the
15 Department of Education, the Resources Agency, and the
16 Department of Food and Agriculture to advance
17 environmental education efforts throughout the state. We
18 were moving quickly to establish leadership on
19 environmental education in California.

20 In the two years since, much has been done to
21 meet Winston and Linda's vision. I'd like to name a few
22 of these efforts. CalEPA BDO, Board's Department Office,
23 education team was established comprised of at least one
24 representative from each entity. It meets monthly to
25 share education program information and opportunities to

1 collaborate. We have a CalEPA education website on the
2 EPA net that provides visitors with cross-media education
3 information and links to individual BDO education web
4 pages. There's coordinated participation and conferences,
5 fairs, and workshops, and the Agency regularly
6 participates in the broader state education network.

7 Either Linda, Winston, or Trish are members of
8 the Golden State Environmental Education Curriculum --
9 Consortium, excuse me, representing California national
10 environmental education issues. They chair Disney's
11 Environmentality. They serve in Keep California Beautiful
12 and on the California Department of Education
13 Superintendent's Task Force on Environmental Education.

14 Winston and Linda attended -- you see, Linda. I
15 keep using your name over and over. I hope you don't
16 mind.

17 COMMITTEE MEMBER MOULTON-PATTERSON: Oh, no.

18 DEPUTY SECRETARY FLETCHER: You could have made
19 this presentation.

20 Attended the MOU signing ceremony formalizing an
21 environment-based education partnership between Mexico and
22 California. An implementation team will meet for the
23 first time in July.

24 Cross-media K through 6th grade Baja curriculum
25 will be complete this summer. Baja teachers selected the

1 topics, the format, and field test of the lessons.
2 Workshops for training teachers in this curriculum will
3 begin this fall. It's a very exciting project, and
4 they're very enthusiastic to carry it out.

5 The Office is host and sponsor of two
6 professional development environment education workshops,
7 one in Tijuana and one in San Diego. We have a huge job
8 in front of us working with L.A. County and the State
9 Water Resources Control Board on waste discharge permit
10 requirements that requires the county to provide
11 environmental education to 50 percent of their students in
12 the next few years. We're not quite sure what that means.
13 So far they're talking about doing board games and things
14 like that. We're not excited about that, and so that is
15 the biggest challenge in front of us at the time, to
16 collaborate with them. And I'll talk about that more in a
17 moment.

18 In 2001 the Board and the Agency worked with
19 Senator Tom Torlakson to ensure the passage of his bill
20 would occur. His bill, 373, formally established the
21 Office of Integrated Environment Education and also
22 mandated the State Board of Education incorporate
23 environmental concepts into California state science
24 framework. Now that sounds like a big deal, but it
25 wasn't. And if you're in the framework, it doesn't mean

1 you're in the standards. Therefore, there's no mandate to
2 teach them with using environmental education.

3 It created an environmental Ambassador program
4 which identifies and recognizes schools or districts that
5 have programs or projects that facilitate the utilization
6 of environmental education as a means to environmental
7 action and establishes a grant program of \$1.5 million
8 provided by the Board to promote school programs and
9 incorporate concepts of integrated waste management.
10 State and Consumer Services Agency also stepped up to the
11 plate and provided three-quarters of a million dollars.

12 SB 373 gave us the authority to unify and truly
13 coordinate environmental education for all state
14 government and set us on a more integrated and systemic
15 approach. Most importantly, however, it begins the
16 process for integration of environmental concepts into
17 California education standards.

18 However much has been done by this Office -- and
19 it's kind of miraculous how much work they have
20 accomplished with your support -- environmental education
21 in California is still decentralized and sporadic. The
22 state has no mandate, no cohesive administrative
23 structure, and no formal content or performance standards
24 for establishing and evaluating environmental education
25 programs.

1 You asked about vision. Well, all of you, the
2 Board and CalEPA, have many grand plans for the future.
3 We want to cut redundant environmental education efforts
4 and increase coordination, cooperation, collaboration, the
5 three Cs, that are so important in this effort. We need
6 to commit to this effort as a top priority and connect
7 with state and local governments, NGOs, business and
8 industry to work strategically. We must gain fuller
9 acceptance from the educational community and be
10 incorporated into the accepted educational structure.

11 Using the environment as a context to teach
12 children about stewardship and making informed decisions
13 is a sound and workable approach to this issue. In that
14 regard we're working with Assembly Member Padley on her
15 bill AB 907. Initially that bill would have incorporated
16 environmental education into the teaching standards.
17 After meeting with Jack O'Connell -- Superintendent Jack
18 O'Connell many times and many others in the educational
19 community, that lofty goal, unfortunately, is not within
20 our grasp at this moment.

21 What is within our grasp, however -- and I know
22 there's going to be more talk about this legislation -- is
23 that we can have our own set of environmental education
24 curricula that we can imbed in different places within the
25 existing standards. We have had lots of meetings on that,

1 and we will continue to. The Governor's Office is very
2 supportive thus far on what we're doing. They don't
3 support the bill yet, but they support what we're doing.

4 We have to access the state textbook adoption
5 process because this issue has to be incorporated into
6 science, history, social science, and other subject areas.
7 We need to produce common resource materials for all
8 agencies. And finally, we need to coordinate all
9 regulatory permits that have an education requirement so
10 that all subsequent materials and programs that are
11 developed can serve as models for other jurisdictions.

12 These aren't little items. They're going to take
13 a lot of work. But looking at all of you up there and
14 knowing how supportive the Agency is and Resources Agency
15 and working with Trish, we look forward to working with
16 you in the future.

17 CHAIRPERSON PEACE: Thank you. Anybody have any
18 questions, comments?

19 COMMITTEE MEMBER MOULTON-PATTERSON: No. I just
20 really appreciate. That was a great summary. And as
21 Kathy said, we've worked hard, but there's lots more to
22 do. And we're committed.

23 CHAIRPERSON PEACE: We can let the record show
24 that Board Member Washington is here.

25 Do you have any ex partes?

1 COMMITTEE MEMBER WASHINGTON: I have none.

2 CHAIRPERSON PEACE: We'll go on to the next item,
3 Agenda Item 42 -- 41. I'm sorry. Agenda Item 41. That
4 will be presented by Trish Broddrick.

5 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

6 DIRECTOR BRODDRICK: Good morning. I'm Trish Broddrick,
7 and I'm the Director of the Office of Integrated
8 Environmental Education. And I just wanted to let you
9 know how pleased I am to have our program and our concept
10 elevated to this level.

11 One of the things that we've encountered in the
12 past, we've always felt like we've had a place, but we've
13 always kind of been stuffed in a place of a bigger
14 picture. And I think sometimes what we do, who we are and
15 what we've accomplished gets lost in that context. So
16 having our own Committee will give us an opportunity to
17 inform you better and to share with you more of our
18 accomplishments and to -- I think, help us to collaborate
19 with the Board staff and the Board members themselves more
20 effectively. So thank you.

21 This agenda item is really rather broad. I
22 thought since we do have two new Board members to
23 education, it might be -- and this is our first meeting,
24 it might be a good idea to just provide a context for the
25 Office of Integrated Environmental Education, given the

1 historical overview and let you know where we started and
2 what we've accomplished along the way and how we've gotten
3 to where we are today.

4 I will also culminate with presenting the
5 programs, products, and promises of what we have for the
6 future, and then maybe the Committee can then recommend to
7 us what you would like to see us bring to you in
8 subsequent meetings.

9 So what I've done -- as you'll see, Selma was
10 nice enough to hand out a lot of information to you. What
11 I've tried to provide is more detailed in-depth
12 information in those handouts on what I can be presenting
13 to you in this Power Point presentation.

14 (Thereupon an overhead presentation was
15 presented as follows.)

16 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION
17 DIRECTOR BRODDRICK: Everybody's heard of Assembly Bill
18 939. Not very many people have heard of Senate Bill 1322.
19 And 1322 was a bill that was passed in 1990. It was
20 companion legislation to 939. It is our mission. It is
21 the legislation that placed in the Public Resources Code,
22 Section 42603, the Board's requirement to develop a
23 comprehensive K-12 education program for students in
24 California to teach the concepts of integrated waste
25 management. It also requires us to work with the

1 California Department of Education every step of the way.
2 That's very broad. That's very generic. It doesn't
3 really tell us how we're supposed to do this, but it gives
4 us a mission.

5 So in order to enlist or to embark, really, on
6 the proper road to get to this mission or this
7 accomplishment, we decided we need to contact our
8 stakeholders. Who are the people who would be impacted by
9 these programs? Who are the people who can provide us
10 with the best information how to get there, what we really
11 should be accomplishing?

12 We held two round tables, one in Southern
13 California, one in Northern California. And we asked
14 these stakeholders, these representatives of government,
15 industry, educators, community leaders, what should we do?
16 The information we gathered from these round tables was
17 very valuable because they said to us, "There's a whole
18 lot of stuff already out there. You need to find it.
19 Find out what's existing, what is of high quality, what's
20 consistent with California education requirements. And
21 then you need to make it available to teachers in the
22 state. Don't develop new materials, new curriculum, new
23 programs."

24 That's exactly what we did. We worked with the
25 California Department of Education in 1992 and '93 and

1 fomented partnerships with existing organizations,
2 particularly state agencies and local governments who
3 already had knowledge and information, resources and
4 materials. And then we developed our own products.

5 So the first thing we did was we worked with the
6 Department of Education on the Curriculum Compendium for
7 Integrated Waste Management. The Department of
8 Education's Office of Environmental Education
9 serendipitously had initiated environmental education
10 themes, air, water, waste, energy, natural communities,
11 human communities, natural energy, and waste management.
12 Whereby, we were the technical partners. They were the
13 education partners. We got together. We put together an
14 assessment tool. We gathered existing curricula from
15 around the nation, and then we hired 24 top
16 environmental -- or top educators -- K-12 educators in the
17 state to evaluate these materials based upon California
18 standards and technical accuracy.

19 Through that process we actually published this
20 compendium. It's a catalogue of existing materials, how
21 you can order them, and how they scored on this criteria.
22 The top scoring curriculum was "Closing the Loop." It was
23 a curriculum that was published out of Ohio. And
24 therefore, we knew here's something that already exists
25 that is of high quality and meets California standards.

1 At the same time, we also were looking for more
2 partnerships, more opportunities to collaborate. The
3 California Environmental Education Interagency Network was
4 founded. And it's comprised of boards, departments,
5 offices, and commissions from around the state. And that
6 first year we had six different agencies who were members
7 of that organization. We now have 21.

8 --o0o--

9 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION
10 DIRECTOR BRODDRICK: 1994, now that we had our product, we
11 adopted and adapted "Closing the Loop." We actually went
12 through a process where we were paying the publishers of
13 the curriculum a certain percentage to have the permission
14 to replicate and duplicate these materials. Eventually,
15 we actually purchased the copyright.

16 Then we knew we had to access communities of
17 other languages and underrepresented children and diverse
18 populations. We translated the curriculum into Spanish,
19 and at the same time we supplemented the written
20 curriculum materials with a video that we adopted from the
21 Alameda County Waste Management Authority. Again, we did
22 not develop this material, but we found someone who had --
23 met our needs and were able to produce it at cost and that
24 is "Kids Talk'in Trash." "Reusable School News" was
25 published at the time which was a profile of existing

1 quality model programs around the state, and it was a
2 newsletter that we sent out quarterly.

3 --o0o--

4

5 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION
6 DIRECTOR BRODDRICK: I don't know what's happening here.
7 This is weird. Oh, well. I guess I just have to keep
8 clicking. Okay. Getting fancy on me. I'm going to go
9 ahead and put it all up.

10 The next step after we had our product and
11 partnerships, we decided we need to put a marketing plan
12 together. How can we best effect getting these materials
13 effectively out to teachers around the state? The first
14 way was through local government venues because they have
15 the mandate. They have a vested interest in getting
16 schools participating in these programs to help them to
17 meet their diversion goals and also to meet the
18 requirements of their education plans within their solid
19 waste management plans. And these are waste-generating
20 institutions. They're also education institutions. So
21 there was a good blend there.

22 We worked directly with recycling coordinators,
23 provided them copies of the curriculum and networked with
24 them to access schools in the area. Of course, by that
25 time word of mouth -- we were being contacted by schools

1 and county offices of education very regularly.

2 Conferences, California Science Teachers
3 Association Conference and others, we would have a booth
4 there. We also would hold teacher training events at
5 their events. Usually they were the annual conferences
6 that were very large venues.

7 Then we networked with education associations of
8 high esteem, the K-12 alliance, which is part of the
9 National Science Foundation. We would contract with them.
10 Their trainers would go out to schools and actually train
11 teachers for us.

12 And then, of course, the California Department of
13 Education Network, the CREEC Network. They have 11
14 regions around the state. Instead of us having to access
15 8,000 schools or 1,000 school districts, we go to those 11
16 regional coordinators who know their system, who know
17 their region and actually market our materials and our
18 workshop for us. It was very cost-effective for us.

19 As you see, that's train the trainer, which means
20 we're training teachers to be trainers. The best way to
21 effect education is not through students directly but
22 through teachers who year after year use your materials
23 and teach your message. If you're training the trainers
24 of teachers, you're even being more effective. That's
25 pretty much the strategy we have employed and still

1 employ.

2 --o0o--

3 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

4 DIRECTOR BRODDRICK: By 1998 and through 2001, our program
5 was in place. We were conducting 80 to 100 workshops a
6 year all around the state. We decided to expand and
7 refine our program.

8 We worked with the Special Waste Division to
9 develop an oil curriculum. They were discovering that
10 with their block grants to local jurisdictions that these
11 jurisdictions were hiring consultants to draft curricula,
12 but there was no quality assurance. We didn't know if
13 they would meet California education standards or if they
14 were even being balanced in their messages. So what we
15 did is we worked with that office and then we also pulled
16 in the Department of Education and the American Petroleum
17 Institute.

18 And one of the things we've done with all of our
19 curriculum development is we have representation from
20 industry and GOs, educators, and state government and
21 scientists. We try to make sure that our materials are
22 teaching children how to think and not what to think, that
23 they're very balanced in their messages.

24 So "Earth Resources of Case Study Oil" was
25 developed. That's actually a science curriculum with an

1 environmental bent. It's for 10th and 11th graders. We
2 developed a sampler. The sampler is just a little --
3 it's almost like one of those Whitman's samplers and it
4 provides four lessons. So teachers can get a taste of the
5 curriculum to see if they'd like to attend a workshop and
6 get the whole package.

7 We have project learning trees, solid waste
8 module which is 6th through 12th grade interdisciplinary
9 curriculum. So if teachers don't want to teach just
10 science, they want to do social science and language arts,
11 they can use that material.

12 And then we revised "Closing the Loop." We
13 essentially threw out the old curriculum and just rewrote
14 the new one and made it state of the art. It's now in two
15 modules, K-3 and 4-6.

16 We decided, okay, we have all these new products
17 and we haven't done the curriculum compendium project
18 since 1993. Let's redo that as well. So we threw in our
19 stuff to be evaluated against national models, and we came
20 out number one in all of the areas that we were evaluated.
21 We knew we were on the right path. We knew teachers like
22 our products.

23 "Vermi the Worm," which is the interactive
24 Internet program was developed here. And it targets the
25 students around 3rd, 4th, 5th grade. And "Environment

1 matters" has replaced "Reuseable School News," and it is
2 completely Internet driven. As you can see, it's not just
3 a waste management theme. It encompasses broader
4 environmental themes and has that kind of double message
5 that we are publishing things that are on the subject
6 matter of the environment, but the environment itself
7 matters. So we thought that was a great title.

8 All of our materials are correlated to California
9 education content standards. That's science, math,
10 language arts, social studies. And we have these
11 published, and they are provided to teachers when they get
12 the curriculum, free of charge.

13 --o0o--

14 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION
15 DIRECTOR BRODDRICK: Where are we now? Branching out and
16 connecting. That was the next thing we wanted to do. We
17 continued to work with the CREEC Network. Kathy had
18 mentioned something about participating in broader
19 state-wide Committees. We were invited to be a member of
20 the Environmental Education Advisory Committee for the
21 Department of Education.

22 The Golden State Environmental Education
23 Consortium which is our link to national initiatives. We
24 were in the Golden State Environmental Education
25 Consortium. I'm the Vice Chair. We have applied for a US

1 EPA grant. We were one of nine states who were selected,
2 and we were provided with funding to do strategic planning
3 and professional development and coalition building for
4 the state of California to increase the quality and
5 quantity of environmental ed in our state. And we
6 attended three leadership trainings, and I think, really
7 have pulled together a fledgling effort at this point of
8 beginning to try to create a boundary for the puzzle
9 pieces for environmental education in the state. It's a
10 huge state. It's a huge initiative, but it's something
11 that truly needs to be done.

12 Keep California Beautiful, we're on the Board of
13 Directors for that.

14 But in line with what I just shared with you for
15 the Golden State Consortium, the Superintendent's Task
16 Force for Environmental Education was created by Delane
17 Easton. And we attended that task force and actually put
18 together strategic initiatives for environmental education
19 based upon twelve different stakeholder meetings around
20 the state gathering information from these stakeholders
21 and how to improve and increase the quality and quantity
22 of environmental education in California. And that is the
23 beginning of a strategic plan for California. So we are
24 getting there.

25 --o0o--

1 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

2 DIRECTOR BRODDRICK: We have gotten some recognition and
3 awards along the way. Our curriculum compendium project
4 won the top honors for the National Association For
5 Professional Environmental Communicators.

6 Vermi the Worm was selected by SILINKS, which is
7 a collection of science teachers from around the nation
8 who peruse thousands of Internet products and resources
9 for teachers and selected Vermi as one of their top
10 honors.

11 The Waste Board education program -- and I'm very
12 proud of this -- has been profiled as a model both in
13 "Waste Age" magazine, which has a readership of mostly
14 industry and then also was recognized by US EPA. So that
15 means we've got two ends of the spectrum who say we're
16 doing a good job. So I guess that means we're doing okay.

17 Environmentality, that's a project with a
18 partnership with the Walt Disney Company. We were
19 copartners in that awards program last year -- actually,
20 it was 2001. And we won the Governor's Environmental and
21 Economic Leadership award for that project. And that
22 project will initiate our 10th year next year. The first
23 year we had 20,000 5th graders participate. Last year we
24 had 120,000 5th graders participate.

25 --o0o--

OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

DIRECTOR BRODDRICK: In the year 2000 the Office of Integrated Environmental Education was created. And of course, that coincided with Chair, Linda Moulton-Patterson, joining the team and recognizing, thankfully, and taking the leadership position to make education an important priority both at the Waste Board and then Secretary Hickox seconded that and recognized its importance to the Agency as a whole. That's when the Office was created. 2001, Senate Bill 373 was enacted which changed everything we're doing. So do you want me to start over? I feel like I am sometimes.

--oOo--

OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

DIRECTOR BRODDRICK: What does Senate Bill 373 do? All this is in your packet. I'm going to go quickly through the top things. If you would like me to come back at subsequent meetings, I would be happy to go into more depth. But I realize I'm giving you a whole lot of stuff.

It does require that environmental concepts be placed in the science framework. One thing I really want to second, something that Kathy Fletcher said, we will always and forever be a niche program. We will be supplementary. We will be with drug education and teen pregnancy, all of those supplementary programs, unless and

1 until we get in state education standards. Education
2 standards are adopted by the State Board of Education, and
3 they specify to educators what they have to teach in each
4 content area, math, science, English, whatever, at each
5 grade level. They have this booklet, and they open it up,
6 how to teach fourth grade. In science I must teach these
7 things. In English I must teach these things. We are not
8 in there.

9 So what this bill did is it says okay, but you
10 have to be in the framework. That's how you teach it.
11 Which is really difficult to talk process when you're not
12 in content. So what the State Board of Education did is
13 they went through the science standards, found a couple of
14 niche pieces and then wrote a little narrative in certain
15 areas where they felt it fit. So it's a step forward. I
16 mean, the State Board of Education knows who we are now.
17 They know what the environment is. But they still haven't
18 taken the initiative to place us in the requirement page
19 of the standards of what students should learn. So that's
20 the first step.

21 Environmental Ambassador Program is a grant
22 program to find model programs where they integrate what's
23 happening in the classroom, what's happening on campus.
24 Typically, how environment programs work is you either go
25 to teachers and what they teach or you go to the campus

1 and help them to put resource conservation management
2 together. This program integrates the two. What school
3 districts are doing this? How are they doing it? Are
4 they doing it effectively? We'll give you \$90,000 to do
5 it even better. Work with us. Let us evaluate its impact
6 on student learning and on resource use at campuses. And
7 then we have to culminate in the evaluation phase a report
8 to the Legislature and the Governor on the outcome.

9 The Unified Education Strategy Program is the
10 same thing, but these are districts who are not models.
11 They want to do it. They haven't done it. We're giving
12 them about \$45,000 to do that in a two-year phase.

13 The evaluation, like I say, by June 2005 we have
14 to have a report completed for the Governor and the
15 Legislature.

16 And then our Diversion DPLA program, who are
17 probably our closest partners, they are required to put
18 together some tools for schools on how to set up the waste
19 management programs. They've done this on their website.
20 They've done an awesome job on that.

21 And then the Office of the State Architect, they
22 have completed a database that identifies
23 environmentally-preferable products for school districts
24 so they can start practicing more waste management
25 strategies at the school site when they make their

1 purchases.

2 --o0o--

3 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

4 DIRECTOR BRODDRICK: The outcome of SB 373, January 1,
5 2004, this is extremely important. Our DPLA staff will
6 conduct a survey of every school in the state. If fewer
7 than 75 percent of these schools are practicing waste
8 management, then they have to make a recommendation about
9 mandates. So this bill initially was a mandate for school
10 districts. It was an AB 75 for school districts. But the
11 school districts are -- I think it's school districts and
12 the UCs, Universities of California, are the only entities
13 in the entire state who have no waste management
14 requirements.

15 June 2005, as I stated earlier, that's our report
16 to the Governor and the Legislature.

17 COMMITTEE MEMBER WASHINGTON: That's kind of
18 interesting too, Trish, because they probably accumulate
19 more trash than anybody else, than all the schools around
20 the state of California.

21 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

22 DIRECTOR BRODDRICK: Actually, it's -- when you look at
23 the whole, it's about 2 or 3 percent of the total that's
24 generated in the state. But I think more importantly is
25 the fact that these are adults of the future. They're

1 very impressionable. And when they walk around the campus
2 and don't see any recycling, don't even understand the
3 principles of waste management, they certainly are not
4 going to practice those principles as they become adults.
5 And then we spend millions of dollars in public education
6 campaigns trying to change their minds. So it just seems
7 like it's a good idea to start early and get it
8 incorporated into all their values and their habits.

9 COMMITTEE MEMBER WASHINGTON: You're right. It's
10 an interesting point you just raised. I think the
11 adolescent age is certainly a good time to start in the
12 importance of recycling and things of that nature. And
13 not to take advantage of that is certainly a loss to the
14 integrated waste business, period. That's pretty bad.

15 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

16 DIRECTOR BRODDRICK: Absolutely. Absolutely.

17 --o0o--

18 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

19 DIRECTOR BRODDRICK: The status of 337, what have they
20 accomplished? Well, the contents of what we could
21 accomplish are in the science framework. It was published
22 last year.

23 --o0o--

24 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

25 DIRECTOR BRODDRICK: Here is a map of the Environmental

1 Ambassador Program. These are the school districts that
2 have received the Environmental Ambassador grants. And as
3 you can see, it's a pretty good cross section of the state
4 as well as urban versus rural. And you have a copy of
5 that map in your packet.

6 --o0o--

7 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

8 DIRECTOR BRODDRICK: Again, here are the UESs, the unified
9 education strategy districts. And again, we tried to get
10 a good cross section of north/south as well as urban and
11 rural.

12 --o0o--

13 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

14 DIRECTOR BRODDRICK: Resources and materials for SB 337,
15 outside of the 1.5 million that the Board has dedicated,
16 State and Consumers Services Agency is probably our
17 largest partner. They have provided over \$450,000 just
18 for our contracts to develop the materials -- the resource
19 materials and the technical support from education
20 professionals for the teacher training and to maintain the
21 programs. They have actually provided all of the funding
22 for that. So all of our 1.5 million goes directly for
23 grants and none goes for resource development or technical
24 assistance.

25 This comes out of their SB 5X funds which is the

1 emergency energy education Funds they got from the
2 Legislature.

3 Funds for Central Valley grants, they received a
4 huge grant from the PUC. They said any school districts
5 in the Central Valley, we will pay for their grants.
6 They're paying for Fresno and Mariposa.

7 The State Board of Education and the Department
8 of Education, they have been intimately involved in
9 materials review, and I have to say this afternoon
10 sometime between 3:00 and 5:00 o'clock, the State Board of
11 Education will be reviewing our audit materials, and our
12 materials will be the first environment-based education
13 materials to go to schools that will be adopted by the
14 State Board of Education. So we'll have their good
15 housekeeping seal of approval when we go out.

16 Technical support, we have all the BDOs and
17 CalEPA. Resources Agency departments have been involved.
18 And of course, State and Consumers Services Agency have
19 been very intimately involved in the development and
20 implementation of this program. So it's truly an
21 integrated program. This grant program not only focuses
22 on waste management, but we also are providing assistance
23 and support for development of water conservation, water
24 quality, air quality, and energy conservation at the
25 school districts. It's cross-media completely.

1 --o0o--

2 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

3 DIRECTOR BRODDRICK: I just wanted to put this one up here
4 because I wanted to invite you to attend the
5 environmental -- actually, the school deal institutes.
6 These are the training sessions where we're bringing all
7 the stakeholders together. In the case of the
8 Environmental Ambassadors, it's a five-day institute. We
9 will have the teachers, the administrators. We will have
10 the business school -- school business officials. We will
11 have community representatives and utilities, water folks,
12 recycling coordinators all attending the five-day
13 institute to help develop an instructional and resource
14 conservation management implementation plan for the
15 schools. So we actually will have everyone connected and
16 involved to assist and ensure the success of this program.

17 July 7th through 11th, it's in Los Angeles at the
18 Junior Achievement League -- and that should be in Forest
19 Lawn. And July 21st through 25th, however, it will be
20 here at CalePA. I'd be happy to send you an agenda so you
21 can select the date and time that would be of greater
22 interest for you as well.

23 August 11th and 15, we're actually giving Desert
24 Sands Unified School District its own institute. That's
25 because they got a Voluntary School Choice Grant from the

1 Feds from the US Department of Education for \$10 million.
2 So they're matching our grant more than 100 to one. We
3 will be training more than 60 of their teachers in this
4 program. They said they felt like -- and they were paying
5 for it. They want their own five-day institute, and
6 they're embracing this strategy completely. This will be
7 a wonderful case study for us.

8 The Unified Education Strategy. The first year
9 they we are getting a two-year grant. The first year is
10 just for planning. That's why it's for only two days.
11 We're assisting them in actually how to do audits how to
12 get kids involved in doing audits and how to get your
13 feelings all working together and making this happen. So
14 they will be doing their planning the first year. They
15 come back to us the second year and will be requesting
16 second year funding for implementation. Then they become
17 Ambassadors. So we have that program, and those
18 institutes will be held also in July and the last one in
19 August. The locations are yet to be determined so I can
20 get that to you later.

21 --o0o--

22 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION
23 DIRECTOR BRODDRICK: Okay. We are also responsible for
24 internal Waste Board coordination. We have semi-monthly
25 meetings now. I've connected the Waste Management Board

1 education coordination meetings. We found that we were
2 having a lot of replication of meetings because we meet on
3 other projects.

4 So I decided to try a new things. It will take
5 place next Monday for the first time. I'm having them
6 meet with my CalEPA education representatives so we can
7 broaden the interaction and coordination. And the other
8 education representatives of the Board's departments and
9 offices can find out what other kinds of projects are
10 happening at the Waste Board because ours, indeed, is the
11 largest and most pervasive.

12 We also networked completely on SB 373. I and my
13 staff have been very involved in CHPS Program, the high
14 performance schools. Used oil education, we actually get
15 some funding from them to implement their earth resources
16 program and also to support oil education. And I had to
17 put DPLA down separately because we network with them
18 completely since they're responsible for school diversion.
19 We actually have counterpart staff who have joint
20 jurisdictional responsibility so they can network more
21 effectively.

22 --o0o--

23 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION
24 DIRECTOR BRODDRICK: CalEPA cross-media coordination, and
25 that's another big project that I coordinate. We have our

1 team meetings. We have completed the web page. They are
2 very involved in SB 373. There's a new projects we're
3 generating between toxics and the Waste Board which will
4 be an interactive Internet project which will be on
5 household hazardous waste and used oil. It will be
6 similar to Vermi. They were going to do it on their own.
7 I asked to partner so we could add oil, number one. And
8 secondly, we were bringing the funding to the table to
9 provide a teacher packet so the teachers can have
10 something to work with their students and would be in line
11 to standards.

12 I'm working with the Water Board's Los Angeles
13 contract that Kathy told you about, about the regulation,
14 the permit, the education component. The Water Board has
15 \$5 million to develop education materials as a consultant
16 on the RFP, and I am actually working with them and the
17 consultant in developing the materials.

18 Education and regulation, that's the same sort of
19 thing. I won't get into that in real detail.

20 Border education, there's that curriculum and the
21 teacher training projects, the Memorandum of
22 Understanding, and then, of course, environmental
23 education legislation which is -- this year has been very
24 exciting.

25 --o0o--

1 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

2 DIRECTOR BRODDRICK: I just want to introduce my team.

3 I've got the best staff in the entire world. Becky

4 Williams is the acting Supervisor. Jo Anne Forhese is on

5 loan to the Chair's office. And Becky has done a

6 fantastic job as our supervisor and also she is the one

7 behind SB 373. If I didn't have Becky, I would be going

8 nuts.

9 Pauline Lawrence is fantastic in curriculum.

10 She's working with the State Board of Education. We are

11 taking "Closing the Loop," a new project, and we're

12 putting it on the web. We're doing it by standards -- by

13 science standards. And the way we're doing it is when the

14 teacher goes on our website, punches in, I use Hooten

15 Mithlen textbook, punches on that. I teach fourth grade,

16 punches on that. And then it shows the connections of

17 "Closing the Loop" lessons to their textbooks. So it

18 saves them time in making those integrated connections

19 between our product and their textbooks.

20 Tavia Pagan, she does all our web stuff,

21 environment matters. She does the CalEPA. She teams that

22 web page for the education. She also does the CEEIN

23 network web page as well as the Environmentality. Don

24 Peri is our CEEIN representative and does all our

25 Environmentality stuff. We maintain all the contracts

1 with all of the 127 different state agencies who
2 participate in that project.

3 And then Rachelle Steen, State and Consumers
4 Services Agency, is so intimately involved in our projects
5 with us, and theirs. She actually is our liaison with
6 their agency which helps us keep everything aligned and on
7 target.

8 Valorie is down in Southern California. Thank
9 goodness because so much of education is down there. As
10 we all know, 30 percent of the school's population is in
11 L.A. County alone. So she maintains that connection. She
12 has a wonderful student assistant, Tim McShane who helps
13 her out.

14 And Alana Sanchez is our administrative assistant
15 and also our cheerleader and helps keep us
16 organizationally and administratively on target.

17 I have a great staff, and I really thank them.
18 And that's it.

19 I'm here to answer questions. And I know I've
20 thrown a lot at you. That's why I've given you a lot of
21 handouts in case you want to reflect on it and ask and
22 suggest what I come back and present to you in the future.
23 I do want to say I can't imagine anyone who could feel
24 more supported and who feels like I have the
25 responsibility but I also have the opportunity, the

1 authority to do the job that I feel I can be commissioned
2 to do. And I thank you all very, very much for that. And
3 I got the best job in the Board.

4 CHAIRPERSON PEACE: Thank you. It sounds like
5 you and your team are involved in a lot of things here.
6 It's wonderful.

7 Any comments?

8 COMMITTEE MEMBER WASHINGTON: I just have one
9 comment. In terms of -- I'm going back to the school --
10 the integrating waste management into our school systems.
11 Would it take legislation, or can a Governor's executive
12 order do that? Because we have -- even K through 12, we
13 have 1,000 unified school districts in the state of
14 California. It could be interesting to know if it takes
15 legislation or a Governor's executive order to integrate
16 waste management into our school system.

17 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION
18 DIRECTOR BRODDRICK: Well, I'm not real familiar with
19 executive orders. I can tell you that we have tried
20 everything, Board Member Washington, to access schools.
21 We offer materials free of charge. We give teacher
22 training workshops free. We offer our services. We've
23 offered -- I know the DPLA staff offered to go into the
24 schools and help them set up the programs.

25 The problem is the school are so inundated right

1 now with standards and assessments. They are -- and they
2 truly are fiscally constrained. So the way they feel is
3 it's just another thing. Even though we tell them, number
4 one, you can offset costs for disposal through recycling.
5 We can save you money. Secondly, you know, you're not
6 going to be doing anything more. You're going to be doing
7 the same thing differently. And with us, with the
8 environmental education, we tell them your test scores
9 will improve. Everything is standard in space.

10 Not only that, research shows students who learn
11 the Standards through the environment are more excited.
12 The information is more relevant to their own personal
13 lives. They're more energized and motivated to
14 participate. Absenteeism goes down. Discipline goes
15 down. I mean, it's just a win-win. But it's changing a
16 mind-set. And I personally, after being in this program
17 for 13 years, feel the only way to change that mind-set --
18 and everybody knows I'm very candid -- is legislation.

19 COMMITTEE MEMBER WASHINGTON: I'll speak more to
20 our Chair about this. I think what would be interesting
21 is if we can get a pilot project with a school district
22 somewhere in California. And I think from that pilot
23 project with a school district, I think it will set the
24 tone for the rest of the 999 school districts.

25 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

1 DIRECTOR BRODDRICK: You are already ahead because we
2 already did that. We thought of the same thing. And I
3 can share that report with you. And I think it was 9
4 pilot school districts that were models, and they showed
5 exactly what you just said.

6 COMMITTEE MEMBER WASHINGTON: Good. I would love
7 to see that.

8 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

9 DIRECTOR BRODDRICK: Right on. Yeah.

10 CHAIRPERSON PEACE: I went to Environmentality.
11 I represent the Board. And it was so exciting to see the
12 class that won and how they took all their environmental
13 projects and incorporated it into the writing and the
14 reading and science and math and how excited those kids
15 were about what they were doing. You know, it made them
16 appreciate their environment. And they just did so well
17 in all their testing. All their exit tests went up in all
18 those categories. It was so exciting.

19 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

20 DIRECTOR BRODDRICK: They did. And I think the thing I
21 get so excited about is they're not adopting a rain
22 forest. What they're doing is looking at their own
23 immediate community. And it does something that I think
24 is lost today, and that is the connection to their place.
25 And they have no pride in their place because it has no

1 relevance to them as people. When you get them out there
2 in these service learning projects and being responsible
3 for it and researching and learning all of the parameters
4 about that place and that affects them through the air
5 they breathe, the water they drink, the things they do,
6 the way it looks. And then you empower them to do
7 something about it. You have these kids storming City
8 Council. You have them telling these people, "I'm willing
9 to fix this. I'm willing to do this. We want to see if
10 you are." Hopefully, these will be future leaders and
11 also future voters and they feel connected, and their
12 voice has a place and it has meaning. It's a wonderful
13 thing.

14 CHAIRPERSON PEACE: Thank you.

15 COMMITTEE MEMBER MOULTON-PATTERSON: Thanks,
16 Trish. That was great. I really appreciate it. I just
17 had one question and then one suggestion maybe for a
18 future meeting that you could cover.

19 As far as a suggestion for the future meeting, if
20 you could highlight what industry does and what they could
21 do in working with districts because --

22 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION
23 DIRECTOR BRODDRICK: That would be fun.

24 COMMITTEE MEMBER MOULTON-PATTERSON: -- I think
25 they do do a lot, but there's more they could do. And if

1 we could find some ways, that would be great.

2 My question was, do you know about how many
3 students will be impacted by SB 373? Just round numbers.

4 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

5 DIRECTOR BRODDRICK: I can get that to you. I don't even
6 want to guess because I'll probably be way off.

7 COMMITTEE MEMBER MOULTON-PATTERSON: Thank you.

8 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

9 DIRECTOR BRODDRICK: I can get it to you.

10 CHAIRPERSON PEACE: Thank you. Any more
11 comments? I guess we'll go on to the next item, 42,
12 update of pending environmental education legislation.
13 That will also be presented by Trish Broddrick.

14 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

15 DIRECTOR BRODDRICK: I think Kathy Fletcher pretty much
16 synopsisized what's happening with AP 907. That is the bill
17 of note.

18 Assembly Bill 907 is really important because the
19 way it's written now, it requires the incorporation -- in
20 fact, it not only requires, it actually states, itemizes
21 the standards that would go into the science standards and
22 the social science standards and identifies the
23 environmental concepts, actually what the standards would
24 be. They're listed in this legislation.

25 And Assemblywoman Padley understands the

1 significance of incorporating the environment into
2 education standards. And that is the purpose of this
3 bill. However, it got locked up in Appropriations,
4 Assembly Appropriations, because they said it had a fiscal
5 connection. It was a mandate. It's a mandate on schools,
6 therefore schools could come back and ask for funding.
7 The bill was stalled there. It has not been able to get
8 out of Assembly Appropriations.

9 The bill now is being rewritten. And there's a
10 team from the Assemblywoman Padley's Office, Resources
11 Agency, CalEPA, and the Waste Board and the Department of
12 Education have gotten together to try to pull this
13 together. I have to say that the Department of
14 Education -- State Board of Education are highly reluctant
15 to go and edit the standards at all. The reason behind
16 this is that assessment is driven by the standards.
17 Obviously, what you're trying to teach students will be
18 connected, what you're testing whether they've learned.
19 If you start changing standards, what they consider
20 mid-stream, it's going to mess up the assessment process.

21 Our argument back is we're not going to be
22 fundamentally changing them. We want to add just notable
23 additions at very appropriate places. For instance, if
24 you speak to sources of energy, why can't the next concept
25 be strategies for conservation of energy. And how is that

1 going to mess up assessment? Don't even test it this
2 round. Nevertheless, there is that conflict.

3 So there's negotiations that are taking place now
4 and potentially ideas that are coming up for discussion --
5 are developing a model curriculum that's based upon
6 standards, identifying environmental education principles
7 that students have to learn that could be aligned to
8 science and history, social science standards. And from
9 those principles develop your curriculum -- a model
10 curriculum and then maybe a framework that would show
11 teachers how they can teach these principles using the
12 other standards. This is all education strategy.
13 Nevertheless, it's just a compromise.

14 I'd like to come back next month after this
15 negotiation takes place. We have a meeting today at 1:00
16 to discuss this and start finishing the drafting of this.
17 And hopefully, I'll be able to give you some more concrete
18 information, maybe some language of this bill.

19 We're keeping our eyes on other legislation.
20 None of it directly impacts what we are doing. However,
21 we have heard from the Governor's Office that if this bill
22 does go forward, they're very interested in rolling some
23 of the other language in it so it would be one bill for
24 education for this year to be considered. So that's where
25 it is.

1 CHAIRPERSON PEACE: Okay. Thank you.

2 Do we have any comments? Chair

3 Moulton-Patterson. Mr. Washington. Okay.

4 Thank you, Trish.

5 OFFICE OF INTEGRATED ENVIRONMENTAL EDUCATION

6 DIRECTOR BRODDRICK: Okay. Thank you.

7 CHAIRPERSON PEACE: The last item, Agenda Item

8 43. And that will be presented by Chris Peck.

9 SUPERVISING INFORMATION OFFICER PECK: Good

10 morning, Madam Chair, Committee members. I'm Chris Peck,

11 the Supervising Information Officer in the Office of

12 Public Affairs. And I'm pitch hitting for Frank Simpson

13 who was unable to be here today. His vacation schedule

14 has started.

15 (Thereupon an overhead presentation was

16 presented as follows.)

17 SUPERVISING INFORMATION OFFICER PECK: Our office

18 coordinates the Board's statewide information and public

19 awareness programs serving as the key link for the Board's

20 communication with the media and the general public. We

21 have a staff of specialists with expertise in all aspects

22 of communication that provide a wide range of services to

23 the Board and its program divisions, including news and

24 media contact, public relations, Board member

25 communication and speech preparation, oversight of the

1 Board's website, review and editorial services for all
2 Board publications, design and distribution of
3 publications, development and coordination of media
4 events, marketing and promotion of Board-sponsored
5 programs, coordination of exhibits and exhibitor services
6 for trade shows and conferences, video documentation of
7 Board-sponsored events, and production of
8 broadcast-quality videos and video news releases.

9 --o0o--

10 SUPERVISING INFORMATION OFFICER PECK: There are
11 three primary components to our media relations
12 activities. We publicize Board's actions and priorities
13 using press releases and personal contact with editors and
14 reporters to get the Board's message in the news. Last
15 year we averaged more than ten press releases each month,
16 many of them devoted to the good news about local
17 diversion successes.

18 We also serve as the Board's spokespeople to the
19 news media, coordinating accurate and appropriate
20 responses to their inquiries and involving Board members
21 on issues as well as in media markets of interest to them.
22 And we also monitor media coverage of Board-related issues
23 and activities.

24 At the end of each week, we forward a summary of
25 news in editorial clippings to the Board members and

1 executive staff. Of course, you have access to all the
2 coverage we've gleaned if our Board news clipping, which
3 have recently been updated with some excellent assistance
4 from the web services team and our information management
5 branch, to make them more accessible.

6 --o0o--

7 SUPERVISING INFORMATION OFFICER PECK: On the
8 public relations side, we assist the divisions in
9 developing and implementing marketing and outreach
10 strategies to gain the exposures their programs deserve.
11 This is an area where we see a lot of opportunity for
12 increased coordination between the Public Affairs Office
13 and the divisions. And we're making some recommendations
14 to do that in the communication strategy.

15 A recent example of a truly successful
16 cooperative effort was the two-in-a-day media event in
17 Arcadia to publicize the WRAP of the year award to the
18 Tofu Shop as well as the expansion of the north coast
19 recycling marketing development zone.

20 Actually, I wanted to introduce the two
21 information officers who are in the audience today from
22 our office, Roni Java and Deborah Orrill, who are sitting
23 behind me here. They both worked really hard on those
24 events, which I know that, Mr. Moulton-Patterson and Mr.
25 Washington, you had an opportunity to participate in. Not

1 only did --

2 COMMITTEE MEMBER MOULTON-PATTERSON: I just want
3 to say they did a terrific job. They really did.

4 SUPERVISING INFORMATION OFFICER PECK: I couldn't
5 agree with you more. Not only did we get excellent news
6 coverage up there, we built a lot of positive community
7 relations, I think, through the efforts of the Board, as
8 well as your participation in the day's events up there.
9 So thank you. And thank Roni and Deb as well.

10 I'm going to speak about the outreach services in
11 just a minute.

12 As you are already know, we also provide support
13 to your offices to assist in meeting your public speaking
14 commitments. We work very closely with program staff in
15 drafting and editing remarks to fit your needs and style
16 and can provide visual tools, including Power Point
17 presentation, as well as video that can make presentations
18 more captivating for your audience.

19 We maintain the Board's main web calendar of
20 events to be sure that the public is informed about the
21 many opportunities they have to participate in activities
22 that the Board is involved in.

23 --o0o--

24 SUPERVISING INFORMATION OFFICER PECK: Jill
25 Jones, our Crackerjack outreach coordinator is unable to

1 be here this morning, so I'm going to talk about her
2 outreach services. I'm certain I cannot possibly convey
3 Jill's enthusiasm at a level of energy she brings to this
4 program. If you've had the opportunity to see her in
5 action -- Linda, you're nodding your head -- you know what
6 I mean. She's just a whirlwind.

7 Our outreach efforts encompass special events
8 production and management, speaker coordination, exhibit
9 design and support services which include graphics and the
10 development of custom handouts that deliver a very focused
11 message to a very specific audience.

12 Actually, I want to take a quick minute -- two
13 weeks ago I was involved because I'm the Board's small
14 business liaison in the Governor's Small Business Economic
15 Summit here at the Radisson Hotel in Sacramento where they
16 had, I think, about 1,200 small business people attending.
17 And we worked very closely with the Buy Recycled Program
18 staff to develop a bookmark sized one piece of paper that
19 highlighted the significance of offering as a vendor to
20 state government. Because the focus of this economic
21 summit was to get people in small business, give them a
22 better understanding of how they can participate in state
23 government business. We were focusing primarily on
24 getting them to understand the significance of including
25 recycled content products in the services and materials

1 that they offer to the state because that gives them a
2 leg-up in the state procurement process because of the
3 recycled content procurement requirements. And that
4 message was very well received.

5 We also provide quantities of informational
6 materials, as well as the ever-popular recycled content
7 premiums for a host of events around the state.

8 --o0o--

9 SUPERVISING INFORMATION OFFICER PECK: We receive
10 many requests to participate in events throughout the
11 state. While the Public Affairs Office staffs many of
12 these, there's simply no way we can do it all. Regularly
13 we ask for volunteers from the programs, and rarely do we
14 need to ask more than once.

15 In the past year we had volunteers at some 60
16 events across the state and provided assistance to
17 approximately 300 more, even though the Board had no
18 physical presence at those sites.

19 Jill has what she calls outreach in a box where
20 we package up a bunch of materials. We coordinate with a
21 local partner down there. Sometimes it's the local waste
22 company or sometimes it could be local government program
23 staff in the program area that's got an interest in
24 getting a message out. And we send materials down,
25 including both literature and premiums. And those are

1 distributed at the local level.

2 Earth Day, really the entire month of April, is a
3 big hit on the outreach staff, and this year is no
4 different. The Board staff participated in 22 separate
5 Earth Day events, and we provided information and premiums
6 to 58 events statewide. Over the past year we shipped
7 77,000 pieces of literature and about 83,000 recycled
8 content premiums to be used locally. People are calling
9 us all the time, and we have to say no more often than
10 we'd like to.

11 We receive a lot of positive comments about the
12 Board from visitors, as well as the sponsors of these
13 events that we attend. I know Jill feels very strongly
14 that our outreach efforts are making a difference, and I
15 want to make sure you get some of the letters that she
16 gets in response to our presence up to the Board's office
17 on a more regular basis so you can see the feedback that
18 we get.

19 --o0o--

20 SUPERVISING INFORMATION OFFICER PECK: I also
21 wear another hat. I'm the Board's Ombudsman and its small
22 business Liaison. Actually, I just mentioned that. There
23 is an Ombudsman page on the website directing people to
24 appropriate sources of information and staff contacts for
25 regulations development, permitting and enforcement

1 issues, and public records request. Lots of people
2 contact me directly, whether it's on the phone or via
3 e-mail.

4 And unfortunately, I don't have a way to track
5 whether it's through the Ombudsman web page or whether
6 it's just because they're calling through to the public
7 information office. But they're seeking guidance on
8 finding answers to questions or resolutions to problems
9 and concerns they have about programs -- not necessarily
10 of the Board, but that are related to waste in their
11 communities. So a lot of the referrals are to people at
12 the local level.

13 I'm certain in an organizational structure
14 different from the Board that this activity would take up
15 more of my time. It's a tribute to the Board's open
16 process and the accessibility of the Board members and
17 staff that we don't get much more activity in this area.
18 I'm speaking particularly about the Ombudsman and people
19 calling about problems and concerns.

20 I'm going to turn the microphone over to Bill
21 Albert, who is our manager of printing and web
22 publications to go over those activities.

23 Bill.

24 --o0o--

25 PRINTING AND WEB PUBLICATION MANAGER ALBERT:

1 Good morning, Madam Chair, Chair Moulton-Patterson, Board
2 Member Washington, wherever you are.

3 As Chris mentioned, I have the privilege of being
4 the supervisor of the printed and web publications unit in
5 the Office of Public Affairs. Our goal, simply put, is to
6 support the efforts of Board and program staff in
7 producing the highest quality printed and web based
8 information materials that meet the needs of all of our
9 stakeholders.

10 How we accomplish this can be summed up in three
11 words.

12 --o0o--

13 PRINTING AND WEB PUBLICATION MANAGER ALBERT: You
14 know, making me click this and talk at the same time was a
15 mistake.

16 How we accomplish this can be summed up in three
17 words: standards, staff, and service. As within our unit,
18 we function as the editorial board of this organization's
19 editorial board. And as such, we have the responsibility
20 to establish and maintain the high standards that our
21 publications and our website are known for.

22 As we all know, excellence doesn't happen by
23 itself. And you need to set the bar high and also
24 maintain it there, and that's one of our main
25 responsibilities. The standards I refer to are included

1 in our publications guide which is accessible on Board
2 Net.

3 Second element, staff. Normally I would never
4 dispute a thing Ms. Broddrick has to say. And in this
5 case I'm not going to start. What she told you was
6 correct. She does have the best staff. What she failed
7 to mention was that was in the category of floor 13 and
8 below. Building-wide, I think it's pretty much hands down
9 that the cream of the crop works up there in public
10 affairs.

11 And we are truly blessed with a really terrific
12 staff. I've got two associate editors who work for me,
13 Betty Wong and Aleta Zak. They do a fabulous job of
14 educating the myriad of different publications that we
15 process. And you know, the fact that our publications are
16 as easy to read as are professional looking is largely
17 attributable to them.

18 We also have two graphic designers, Oscar Arriaga
19 and Diane O'Leary, also extremely professional, extremely
20 accomplished and can get more work done in a five-day
21 workweek than any group of people I've ever known.

22 We also have three students, one student graphic
23 designer which we've been very fortunate to have for the
24 past several years now, and also two students that run our
25 publication clearinghouse, which I'll talk about in just a

1 minute.

2 The third element I mentioned is service. From
3 day one on the job two and a half years ago, one of the
4 things I've stressed with my staff is that if we're not
5 providing a service, if we're not adding value to whatever
6 we're doing, I don't want to be doing it. I don't want to
7 be doing it just for pro forma reasons.

8 Our service comes in the way of early and
9 continuous consultation with program staff in the
10 development of both publications and also graphic
11 projects. This also includes contractors as we develop a
12 number of our publications through outside sources. What
13 they help to do is they help to scope and plan
14 publications early on and help program staff and others
15 oftentimes coalesce their thoughts and to bring about a
16 publication in the end that truly meets the informational
17 needs they're speaking to. As well as the process goes
18 along, providing interim review and critiques, valuable
19 input that helps to ensure when publications arrive to be
20 finalized, that they can be finalized quickly and
21 effortlessly.

22 Our major efforts include the following. As I
23 mentioned, Board publications. We are primarily
24 responsible for editing and designing all the Board's
25 publications from simple fax sheets and brochures up

1 through legislatively-mandated reports and including some
2 of the school curricula that Ms. Broddrick talked about
3 earlier.

4 One of our main objectives is to make sure that
5 information we put out is professional and well done, that
6 we especially focus on readability in grammar and layout
7 and appearance and making sure that the information we put
8 out is written at the appropriate level for the intended
9 audience.

10 Another element to our Board publication support.
11 We have also been supporting agency by editing their
12 semi-annual Accomplishments and Priorities Report now for
13 the past two years.

14 --o0o--

15 PRINTING AND WEB PUBLICATION MANAGER ALBERT: Web
16 content and usability, we closely collaborate with our
17 colleagues in the information management. And our focus
18 there is on continual improvement to our award-winning
19 website. Our main emphasis there is to make sure that
20 everything we put on the web is well organized and well
21 written and it's easy for all of our stakeholders to
22 access the wealth of information that we have there.

23 Also we edit all web contents before it goes up,
24 again to strive for that readability, to make sure that
25 it's well organized and that our stakeholders get what

1 they're looking for.

2 The graphic support, I touched on a little bit
3 earlier. Our graphics team provides support throughout
4 basically every program here at the Board, as well as
5 providing graphic support to agencies. This includes all
6 manner of projects from banners to posters, to designing
7 the big checks we give away at our ceremonies, to
8 brochures and video design, high-end major publications.
9 An example of which is the recent guidance manual for the
10 roll out of the new waste tire manifest system which is
11 going to be going on-line here July 1st.

12 Agency support. As I mentioned, our graphic
13 design team designed all the graphic elements for the
14 Agency's Accomplishments and Priorities Report, designed
15 the Agency's letterhead and business cards that we all
16 use.

17 Awards, as an example -- you've probably already
18 seen this. Oscar Arriaga, one of our two graphic
19 designers designed the central artwork and the award that
20 was given out last summer. It's called the Resources for
21 the Future Award, and this was the award that was given
22 out to all the jurisdictions who had met the 50 percent by
23 2000 mandate. And it was designed and it was made out of
24 cast glass that is 85 percent recycled glass. So that's
25 just a small indication of the many things that they're

1 able to do.

2 We're going to be able to do even more in the
3 future with the recent acquisition of several major pieces
4 of equipment, a large format high-end digital printer and
5 also our own laminating equipment to make a lot of the
6 booth graphics that we've otherwise had to contract out
7 for.

8 I mentioned the publications clearinghouse. Our
9 two students basically run the entire publications
10 clearinghouse where they maintain ready supplies of the
11 Board's publications currently numbering in excess of 500.
12 In that roll they answer and fill phone and Internet
13 orders from our public stakeholders as well as from
14 internal staff.

15 One other thing they do is also support the
16 extensive outreach efforts that Jill Joan shepherds and
17 provides her with a lot of the basic support and filling
18 the many Earthlink orders for publication and promotional
19 items that the Board produces.

20 The last item I'll talk about is our print
21 budget. Office of Public Affairs and the PUBs unit has
22 been managing the Board's printing budget for the last
23 eight years. Our current print budget is approximately
24 115,000. In the last couple years it's been up in the
25 220,000 range.

1 For the future our focus is going to be on these
2 areas, obviously to continue to improve our products and
3 our processes. One of things we're working on right now
4 with the task force at the exec level is to address some
5 of the publication issues that have come up over the
6 recent months, specifically how we can go about better
7 indicating attribution on our publication between those
8 developed by contractors that are reports to the Board as
9 opposed to those that we develop internally that are going
10 out and maybe reflect more of our direct policy thinking,
11 as well as acceptance and approval standards for
12 contracted Board publications and also some legal
13 ownership issues, copyright issues that certainly might be
14 significantly affected by the AB 1616.

15 Another focus for the future is expanding our web
16 base access for all our stakeholders. We continue to move
17 toward more and more of our information being available
18 dynamically by a data base as opposed to on static web
19 pages that have to be changed a lot and where the
20 information has much more of a tendency to become
21 outdated. Again, continuing towards paperless operations
22 as society gets more and more used to using the web,
23 certainly our emphasis is providing more and more of our
24 important materials on the web to reduce the amount of
25 paper that's used.

1 Another area of focus will be examining ways that
2 we can maybe better meet our environmental justice
3 responsibilities as defined by agency and the Board's
4 policy. One area that obviously we can look at and we
5 want to try to do better on is maybe meeting the language
6 needs of non-english speaking stakeholders. This would
7 involve translating more of our publications. We have
8 some publications we have translated. We want to look at
9 translating more of them and providing more -- possibly
10 other language information on our website.

11 We're also looking at on-the-fly translation
12 capabilities that are maturing in the industry to provide
13 an easy, quick way for folks to be able to get a small
14 amount of information translated directly.

15 And also expanding public participation
16 opportunities. I know that we're looking at ways to
17 provide opportunities for our many stakeholders who don't
18 have the opportunity to be in Sacramento to participate in
19 the Board's many decision-making processes by potentially
20 video conferencing or as the technology improves real-time
21 web broadcasting and/or interaction.

22 That concludes my presentation. And with that,
23 Chris and I would be happy to answer any questions you
24 might have. Thank you.

25 SUPERVISING INFORMATION OFFICER PECK: Actually,

1 I have a couple more short comments.

2 Beginning in June of last year, when Frank
3 Simpson and Judy Robb with the Robb Group in San Francisco
4 interviewed Board members about their communication
5 priorities, the Public Affairs Office embarked on an
6 effort to create a new communication strategy for the
7 Board. Along the way, the Board's membership has changed.
8 Madam Chair and Board Member Washington, you weren't
9 involved in the earlier process with the interviews, but
10 you were both able to participate along with Chair
11 Moulton-Patterson and the rest of the Board members in
12 some more recent discussions about communication issues.

13 To recap those very quickly, in December 2002 the
14 Board's executive team participated in a two-hour mini
15 seminar on branding. That is the action of reinforcing a
16 desirable concept and image in the mind of a particular
17 audience. In this context we are talking about the image
18 of the Board and what the Board stands for.

19 And that session led to a one-day workshop that
20 you participated in along with the executive team in
21 February during which a consensus was reached to move
22 forward with a new branding campaign with Coordinated
23 messaging.

24 Those discussions provided the momentum we needed
25 in the Public Affairs Office to complete a draft of -- the

1 next draft, I should say, of the communication strategy
2 which we are finalizing for discussion at your meeting
3 next month. In this document we are laying out a plan for
4 developing a cohesive communication program that takes
5 advantage of the Board's many resources.

6 --o0o--

7 PRINTING AND WEB PUBLICATION MANAGER ALBERT: We
8 identified a number of potential grassroots efforts to
9 enhance the Board's outreach programs, emphasis on more
10 earned media coverage, and the development of cooperative
11 outreach in partnership with our many stakeholders.

12 I think it's probably important to note that
13 that -- an important element of that strategy is the
14 creation of a new brand identity for the Board based on
15 the concept of zero waste. We talked about that a lot in
16 February, and I think we're excited about it. It's going
17 to set the tone for a long time.

18 And with that, Bill and I will stand or sit for
19 any questions that you might have.

20 CHAIRPERSON PEACE: Does anyone have any
21 comments?

22 COMMITTEE MEMBER MOULTON-PATTERSON: Thank you.
23 That was a great presentation.

24 I think you mentioned it, and I would question
25 but kind of a comment too, I would really want to

1 encourage the communication between the Education
2 Department and Public Affairs. I think it's a natural.
3 And now since we have this Committee, I hope you guys will
4 meet and talk and do some good things, and I think you're
5 already doing that. It sounds like you coordinate a lot.
6 Certainly would want to encourage that.

7 And then I also -- just to get a feel, what is
8 your operating budget each year?

9 SUPERVISING INFORMATION OFFICER PECK: We have a
10 very small budget. We have a travel budget of about
11 \$20,000 a year, which when we're doing a lot is pretty
12 easy to exceed. We have not been doing a lot of traveling
13 this year because of obvious reasons, because of the
14 budget constraints. We have -- Bill mentioned the
15 printing budget of about \$115,000 and a lot of that money
16 actually comes from specific programs, from the tire
17 program and the oil program, as well as RMDZ account. So
18 projects we do for those things are being billed directly
19 to them. Although the \$115,000 budget I think would have
20 been eaten up more than once over by this one outreach
21 activity, the printing and mailing for the tire manifest
22 manual that's going on and that project. But that was
23 billed directly to the tire program.

24 COMMITTEE MEMBER MOULTON-PATTERSON: So just in
25 real round figures, how much of your total budget do you

1 feel that you spend on outreach? What percentage or just
2 round numbers?

3 SUPERVISING INFORMATION OFFICER PECK: We've had
4 about \$50,000 a year for the premiums. And I think
5 actually Jill takes most of her exhibitor expenses out of
6 that as well. So that's probably about right. We do
7 other things with other programs. Since we do
8 corroborative outreach with them, many of those things,
9 like in the printing area, are sort of billed back
10 directly to those programs. We're hoping to get -- in
11 working with the Committee -- a sort of better handle on
12 all the outreach activities. We think there is -- there
13 are some opportunities that are maybe being lost in terms
14 of staff travel and specific audiences that if everybody
15 were more aware of what staff was doing, we might be able
16 to do a better job of getting our messages out to them.

17 COMMITTEE MEMBER MOULTON-PATTERSON: And just
18 lastly, I know when I came on the Board -- and I can't
19 believe it's four years this August -- we were talking
20 about, you know, frustrated then and still a little
21 frustrated about getting our public outreach message out,
22 getting our message out to the whole state and how
23 expensive that was.

24 And just for history's sake, we had a possible
25 project where we were hiring professionals to -- of about

1 a million dollars to get that message out. And because of
2 some legislative maneuvers we weren't able to do that.
3 And I know we were all very, very frustrated about that.
4 And at that time, you know, I was brand-new. And I want
5 to say this was under different leadership than is in
6 public affairs right now. But I had mentioned because I
7 worked in cable TV, you know, the possibility of public
8 service announcements. If we produced a 30-second spot,
9 you know, getting it out to the local cable channels
10 and -- because I knew they did that free for this type of
11 thing. I was kind of shot down by the past leadership,
12 but could you just explore that? I don't know if they're
13 so used up any more. But I know when I worked, we had
14 them all the time, 30-second spots. And they were free.
15 And this is certainly a nonprofit. This a message we'd
16 want to get out statewide. If somebody could just look
17 into it and see. It's been a long time since I've been
18 there and maybe things have changed. But I don't think it
19 was given a good examination when I brought it up four
20 years ago. So I'd appreciate that.

21 SUPERVISING INFORMATION OFFICER PECK: We'll be
22 happy to do that. Frank is much more attuned to this than
23 I am. But over the years the FCC requirements have
24 changed, and television broadcasters are no longer
25 required to broadcast public service announcements. So I

1 think the general sense is they're certainly not effective
2 a way as they once were.

3 COMMITTEE MEMBER MOULTON-PATTERSON: Even on
4 cable?

5 SUPERVISING INFORMATION OFFICER PECK: Cable -- I
6 mean, they operate a little bit differently, but it's not
7 because of the federal communication laws, I don't think.

8 But for my money, you know, the concept of
9 putting out video news releases where we're not just
10 sending out a 30-second message asking someone to hear
11 it -- if we actually do a broadcast-quality video and
12 interview the right people and tell a good story, we can
13 get that broadcast on the news, certainly on a cable
14 station. I know Frank will be interested in talking to
15 you more about those things.

16 COMMITTEE MEMBER MOULTON-PATTERSON: Thank you.

17 CHAIRPERSON PEACE: I'm also very interested in
18 this outreach to the general public. I've talked to Frank
19 about this. We have a hauler, Edco -- I'm sure you're
20 familiar with them -- that put out a thing called the
21 "Environmental Times." And they put it out quarterly, if
22 not more often in some places. They do such an excellent
23 job of informing all their customers of what's going on,
24 not only at the Board, but what's expected of them in
25 their communities, the right thing to put in the right

1 bins, what you do with your household hazardous waste,
2 your batteries. That is something that's reinforced over
3 and over and over again.

4 I talked to -- I've given a lot of this
5 information to Frank and asked him if maybe your
6 department could put together something on the web that
7 would outline something at least quarterly that maybe the
8 other haulers or, you know, counties, cities could use,
9 could download that, put in their information, give them
10 an outline what they should do. And it could go out to,
11 you know, the residents. Because where I am, I get
12 something maybe -- I think it's once a year even though
13 I'm told it's twice a year, and it's so vague. I think
14 people probably throw it away. It's not reinforced over
15 and over and over again.

16 As soon as I was on the Board, I had all sorts of
17 people I knew ask me, "Oh, God. Now that you're on the
18 Board, what do I do with my batteries? And what can I do
19 with this? And what can I do with my computer?" You
20 know, people really want to do the right thing, but they
21 just aren't told enough times what to do. I think that's
22 going to be really important.

23 Chuck, back there in the corner. Chuck, can you
24 tell me --

25 MR. HELGET: I've got to quit coming to these

1 Committee meetings.

2 CHAIRPERSON PEACE: What does Allied do in terms
3 of public outreach? Is it different according to what's
4 required in different cities and counties?

5 MR. HELGET: Chuck Helget, representing Allied
6 Waste.

7 I was just making a note as you were speaking to
8 check into that fact as I was sitting back there. I know
9 we do a variety of different things. I know one of the
10 programs, the Forward, Inc., permit that was up, one of
11 the programs they do, which I was reminded of with Squirmy
12 the Worm, or whatever that was, is a program we have down
13 there called Granny Garbage. And Granny Garbage goes to
14 the local schools. She dresses up and puts on different
15 programs on recycling. And I can't remember the exact
16 number, but the outreach is a couple hundred school sites
17 a year. So that's I think a good example of what we do.

18 As far as publications and notices, I know that
19 we do that quite regularly, but I don't think it's done in
20 the form of a formal newsletter like Edco. And I had
21 written that down as something that would be a good idea
22 actually to do.

23 But I'll check. And then I'll get information
24 back to all the Board members about what kinds of programs
25 we do. I think after this Committee probably will

1 engender more thoughts in that direction as well.

2 SUPERVISING INFORMATION OFFICER PECK: Chuck, our
3 Chair really likes to get out to the schools. Could we
4 borrow the Granny Garbage costume?

5 MR. HELGET: Absolutely. I think you would look
6 very good in it.

7 I have some pictures and things I'll give to you.
8 It's quite a cute program. Kids love it. They respond to
9 that type of thing. My nine year old -- I had some of the
10 pictures in my office. He was in over the weekend. He
11 looked at the pictures and said, "Is that Grandma Helget?"
12 Kids see that kind a thing and they remember. Somehow
13 that's the teacher they remember.

14 COMMITTEE MEMBER MOULTON-PATTERSON: Some of us
15 are trying the change the image of grandmothers here.

16 MR. HELGET: We'll upgrade the photos.

17 CHAIRPERSON PEACE: Thank you, Chuck.

18 Are there any more comments or anybody that wants
19 to address the Committee. No. Okay.

20 Mr. Washington.

21 COMMITTEE MEMBER WASHINGTON: Madam chair. One
22 comment.

23 In terms of Californian channel, have you guys
24 had any collaboration with them? You know, they offer
25 free advertisement to agencies that are governing bodies

1 and they come and they do all sorts of different -- I'm
2 sorry. Thank you, Mike. He asked me to turn my mic on.
3 I was talking about the Californian channel. It's a free
4 public access channel that the California Legislature
5 created some five or six years ago. It's a free based
6 program where across the state of California they watch
7 the Legislature in action and committees that are taking
8 place. And I think it would be great access to this
9 agency if we can begin a relationship with them so they
10 can come and do some -- and they follow some of the
11 programs that you're doing and give an overview what the
12 agency is all about. And I think it would be good for
13 them to know what the Board is. And they'll come and sit
14 in the Board meetings and do different things to put it
15 out what the Board consists of.

16 I've been intending on bringing it up some time
17 now. But I think we should really take a look at getting
18 involved with the Californian channel. They advertise
19 often. They go from 7:00 to 3:00 every single day.

20 SUPERVISING INFORMATION OFFICER PECK: We'll
21 follow up on that definitely. Thank you.

22 CHAIRPERSON PEACE: Okay. Any more comments? I
23 guess not. That concludes -- with that, that concludes
24 the first meeting of the Education and Public Outreach
25 Committee of the California Integrated Waste Management

1 Board. Thank you all for being here. The meeting is
2 adjourned.

3 (Thereupon the California Integrated Waste
4 Managment Board, Education and Public Outreach
5 Committee adjourned at 11:03 a.m.)
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1 CERTIFICATE OF REPORTER

2 I, TIFFANY C. KRAFT, a Certified Shorthand
3 Reporter of the State of California, and Registered
4 Professional Reporter, do hereby certify:

5 That I am a disinterested person herein; that the
6 foregoing hearing was reported in shorthand by me,
7 Tiffany C. Kraft, a Certified Shorthand Reporter of the
8 State of California, and thereafter transcribed into
9 typewriting.

10 I further certify that I am not of counsel or
11 attorney for any of the parties to said hearing nor in any
12 way interested in the outcome of said hearing.

13 IN WITNESS WHEREOF, I have hereunto set my hand
14 this 24th day of June, 2003.

15

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21

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